DOCUMENT RESUME

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ABSTRACT

This elementary school evaluation checklist covers organization and administration, curriculum and instruction, pupil services, staff personnel, instructional materials and equipment, school and community relations, evaluation and research, and physical facilities. "Yes-no," short "fill-in," multiple choice, and rating scale type questions are used. (MS)

ED 059259

# PROJECT 4-E
# EVALUATING ELEMENTARY EDUCATION EFFECTIVELY

School _____

Date _____

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Evaluation Committee

Principal _____

Teachers _____

_____

Parents _____

_____

Others _____

_____

Evaluation Checklists for the Following Ohio State Minimum Standards for Elementary Schools

| | | Pages | Sent to | Returned |
|---|---|---|---|---|
| I. | Statutory Requirements | I 1 | _____ | _____ |
| II. | Organization and Administration | II 1-2 | _____ | _____ |
| III. | Curriculum and Instruction | III 1-4 | _____ | _____ |
| IV. | Pupil Services | IV 1-3 | _____ | _____ |
| V. | Staff Personnel | V 1-2 | _____ | _____ |
| VI. | Instructional Materials and Equipment | VI 1-2 | _____ | _____ |
| VII. | School and Community Relations | VII 1-2 | _____ | _____ |
| VIII. | Evaluation and Research | VIII 1 | _____ | _____ |
| IX. | Physical Facilities | IX 1-3 | _____ | _____ |

TM 001 025

This form is to be used by the Building Evaluation Committee to record their appraisal of the building according to State Minimum Standards. One copy is to be retained by the principal, and the other to be sent to the Department of Evaluation, Research and Planning.

Department of Evaluation, Research and Planning
Columbus Public Schools
52 Starling Street
Columbus, Ohio

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PROJECT 4-E
EVALUATING ELEMENTARY EDUCATION EFFECTIVELY

INSTRUCTIONS FOR SECTIONS I - IX

Each item is important. Read each item carefully and answer it the best you can. Check (✓) the answer appropriate to the evaluation of your building.

If your committee feels there is not enough information available for checking an answer, mark that response with an NK (no knowledge).

Due to the nature of the standards, several types of responses are necessary. Be sure to answer each response in the manner indicated.

## SECTION I. STATUTORY REQUIREMENTS

(information available from State Form 22)

## SECTION II. ORGANIZATION AND ADMINISTRATION

A. Philosophy

1. Does this school have a written statement of the school's philosophy and purposes on file? Yes____ No____

2. Is the school's statement of philosophy and purposes evaluated annually and revised as necessary? Yes____ No____

3. When was it last revised? 19____

4. If the answer to question 2 was Yes, who does the evaluation and who makes the revisions? (check the appropriate column or columns)

| | Evaluation | Revision |
|---|---|---|
| Teachers | | |
| Principal | | |
| Teachers-Principal | | |
| Committee | | |
| Other (please specify) | | |

5. Are copies of the most recent philosophy:

| | Yes | No |
|---|---|---|
| a) on file with the Central Administration? | | |
| b) on file with State Department of Education? | | |
| c) available to all staff members and other interested persons? | | |

B. Policies and Records

| | Yes | No |
|---|---|---|
| 1. Does this school have a written policy or procedure regulating the kinds and amounts of out-of-school assignments (e.g., homework) given to children? | ____ | ____ |
| 2. Does this school have any self-contained classrooms (excluding non-graded or multi-aged groups) where more than two grade levels are combined? | ____ | ____ |
| 3. Does this school | | |
| a) have an effective filing system through which records and reports can be easily located? | ____ | ____ |
| b) transmit pupil records and reports upon request of the principal of the receiving school? | ____ | ____ |
| c) accept official reports and records from any approved school? | ____ | ____ |
| d) have provisions for the articulation of records, curriculum developments, etc. between: | | |
| 1) organizational units such as grade levels? | ____ | ____ |
| 2) individuals working professionally with children? | ____ | ____ |

C. Custodial Services

| | |
|---|---|
| 1. Overall, how would you rate the quality of the custodial service provided for this school? | Excellent ____<br>Fair ____<br>Good ____<br>Poor ____ |

D. Staff Personnel

| | Yes | No |
|---|---|---|
| 1. Are policies which affect teacher personnel and the instructional program transmitted to the staff through: | | |
| a) regular discussions? | ____ | ____ |
| b) a reference handbook? | ____ | ____ |
| c) publications such as a system newspaper? | ____ | ____ |

## SECTION III. CURRICULUM AND INSTRUCTION

Many elementary schools are developing new practices in an attempt to improve the effectiveness of the schools. Listed below are some of those practices. A brief definition of each practice is provided. For each practice, please indicate the extent to which the practice has been given some attention within your own school, by using the alternative responses defined below. Circle your response.

1. IN USE = fully implemented as a regular feature of the program or currently being used on a trial or pilot basis
2. PLANS = definite plans have been made for implementation, including allocation of materials and/or personnel
3. UNDER STUDY = currently or recently considered in terms of feasibility by an officially designated group within the school
4. REJECTED = study has been completed and a decision not to implement the practice has been made
5. DROPPED = practice discontinued after a trial or pilot project
6. UNKNOWN: NOT CONSIDERED = practice is unknown or was never considered seriously

| | | |
|---|---|---|
| 1. | Teaching teams: two or more teachers, all of whom participate in planning and meeting the class sessions. | 1 2 3 4 5 6 |
| 2. | Television instruction: students view TV regularly as basic instructional process. | 1 2 3 4 5 6 |
| 3. | Programmed instruction: students, independently or as groups, use programmed texts without machines. | 1 2 3 4 5 6 |
| 4. | Teaching machines: a mechanical device involving programmed material arranged in minute steps with immediate feedback as to correctness of response. | 1 2 3 4 5 6 |
| 5. | Language laboratory: any device used to present recorded voices as part of the audio-lingual approach to learning language. | 1 2 3 4 5 6 |
| 6. | Simulation or gaming: any device used to create a problematical situation, whether realistic or logical, involving students in strategy and decision making. | 1 2 3 4 5 6 |

7. Non-graded programs: series of courses open to all students with interest and potential for success without regard to grade level of student and/or sequence of courses. 1 2 3 4 5 6

8. Bilingual education: some courses other than a language course in which instruction is offered in English and/or another language. 1 2 3 4 5 6

9. Continuous progress: students within course work at own pace with long term completion date through pre-designed units of study including various materials. 1 2 3 4 5 6

10. Directed study: students complete work for credit independent of group task but under supervision of a specific teacher with whom student meets at least once a week. 1 2 3 4 5 6

11. Independent study: student initiates work on a topic of interest and uses available resources, but consults with teachers only when needed. 1 2 3 4 5 6

12. Flexible scheduling: scheduled courses meet for various periods of time during different segments of the day and with student groups of significantly different size. 1 2 3 4 5 6

13. Back-to-back scheduling: students in two different subjects scheduled in sequential periods to foster cooperative teaching among teachers of different subjects. 1 2 3 4 5 6

14. Instructional materials center: extensive library collection complemented by a wide variety of audio-visual materials for direct student use. 1 2 3 4 5 6

15. Resource center: specialized center with learning materials specifically selected in terms of relevance to one or several subject areas, usually with adult staff who provide assistance. 1 2 3 4 5 6

16. School-within-school: for administrative, guidance, and/or instructional purposes, students and faculty are organized into smaller than total school units. 1 2 3 4 5 6

17. Optional attendance: selected students are permitted to decide if they will attend a given session of a particular scheduled class. 1 2 3 4 5 6

18. Community cultural center: school provides administrative and organizational leadership in the development of a program of general interest to community citizens. 1 2 3 4 5 6

19. Expanded summer school: opportunities are provided for enrichment as well as remedial work during the summer months. 1 2 3 4 5 6

20. Pre-service program: school provides special pre-service orientation for teachers new to the school to familiarize them with the school setting. 1 2 3 4 5 6

21. In-service program: local school provides workshops and conferences for teachers focusing on specific concerns of the school and its community. 1 2 3 4 5 6

22. Expanded guidance services: supplemented guidance staff to provide counseling, vocation guidance, job placement, and coordinated referral system. 1 2 3 4 5 6

23. Breakfast program: early morning food available to students at minimal or no cost. 1 2 3 4 5 6

24. School-community liaison: resident(s) of the community is employed in an advisory position to facilitate communication between parents and the school. 1 2 3 4 5 6

25. Parent handbook: school provides for parents a booklet that describes and interprets the activities, programs, and procedures specifically in terms of what is expected of parents. 1 2 3 4 5 6

26. Parent counseling: specially trained counselor responsible for initiating contacts with parents and for providing special meetings designed to increase parents' understanding and concern for the child's success. 1 2 3 4 5 6

27. Tutoring program: special academic assistance provided within the school by peers, near peers or adults other than the certified teachers. 1 2 3 4 5 6

Of the practices listed on the preceding page, which do you believe to be of most significance in terms of their potential for the effective education of students in your school? Please specify by giving the identification number to the right of the item.

28. Greatest potential_____
29. Second most promising_____

If you and your staff have developed promising new approaches which the above terms fail to describe adequately, would you briefly describe the nature and purpose of those practices so that they may be included in this study of elementary schools.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Which curriculum area would you select to develop new approaches? (select one)

30. Math_____
31. Language Arts_____
32. Reading_____
33. Science_____
34. Arts_____
35. Social Studies_____
36. Other_____
(please specify)

## IV. PUPIL SERVICES

### A. Counseling

1. If this school has the services of an elementary guidance counselor, how many half days of service are provided per week? (circle one)

   1 2 3 4 5 6 7 8 9 10
   11 (services not available)

2. Approximately what percentage of the guidance services in this school is devoted to

   a) individual conferences with pupils? _____
   b) group services for pupils (e.g., standardized test administration, scheduling)? _____

### B. Other Services

1. How many half days of nursing service are provided for this school per week? (circle one)

   1 2 3 4 5 6 7 8 9 10
   11 (services not available)

2. Are the following services available to pupils in this school? (check the appropriate columns)

| | Full-time on site | Part-time on site | On call or by referral | Not available |
|---|---|---|---|---|
| a) Psychologist | | | | |
| b) Speech and Hearing Therapist | | | | |
| c) Visiting Teacher | | | | |
| d) Social Worker | | | | |
| e) Other, please specify | | | | |

3. Is there a planned program in this school to inform teachers of the availability of pupil services (e.g., counseling, speech and hearing therapy)?

   Yes _____
   Yes, to a limited degree _____
   No _____

4. Staff stability and development are encouraged by a variety of means, such as well planned staff meetings, professional growth activities and the provision of adequate planning time for teachers. For each of the following questions check the appropriate response.

a. Staff meetings - How often do staff meetings:

| | Frequently | Occasionally | Hardly ever |
|---|---|---|---|
| 1) include discussions of current educational research? | _____ | _____ | _____ |
| 2) include discussions of current educational theory? | _____ | _____ | _____ |
| 3) include discussions of new methods? | _____ | _____ | _____ |
| 4) promote the selection and use of multi-media materials? | _____ | _____ | _____ |

b. Professional Growth - Do professional growth activities include:

| | Yes | No |
|---|---|---|
| 1) system-wide in-service training on various topics? | _____ | _____ |
| 2) research activities within the school? | _____ | _____ |
| 3) visitations to other school situations at least once a year? | _____ | _____ |
| 4) building level (or grade level) in-service programs planned by the staff? | _____ | _____ |

c. Planning Time -

1) How much total time per regular working day is provided for each teacher to plan and to have conferences? (In this total include only blocks of time that are 15 minutes or longer) _____

C. Provision of Special Programs and Services

1. Are policies and procedures covering eligibility requirements for special programs and services available in printed form for the professional staff of the school and are they communicated to the staff as needed?

| Program | Availability | | Communicated | |
|---|---|---|---|---|
| | Yes | No | Yes | No |
| a. Deaf | ___ | ___ | ___ | ___ |
| b. Hard of Hearing | ___ | ___ | ___ | ___ |
| c. Visually Handicapped | ___ | ___ | ___ | ___ |
| d. Crippled | ___ | ___ | ___ | ___ |
| e. Neurologically Handicapped | ___ | ___ | ___ | ___ |
| f. Emotionally Disturbed | ___ | ___ | ___ | ___ |
| g. Educable Mentally Retarded | ___ | ___ | ___ | ___ |
| | ___ | ___ | ___ | ___ |

2. To what degree are the following programs and services sufficient for the needs of the pupils in your school who meet the eligibility requirements?

| | Sufficient | Somewhat Sufficient | Insufficient |
|---|---|---|---|
| a. Deaf | | | |
| b. Hard of Hearing | | | |
| c. Visually Handicapped | | | |
| d. Crippled | | | |
| e. Neurologically Handicapped | | | |
| f. Emotionally Disturbed | | | |
| g. Educable Mentally Retarded | | | |

D. Record Keeping, Reporting of Pupil Progress and Other Concerns

1. Does this school maintain the following records for each pupil?

| | Yes | No |
|---|---|---|
| Attendance records | | |
| Cumulative academic records | | |
| Health information records | | |

2. Does this school have a grading system that is uniformly accepted and utilized by members of the staff?

| | Yes | No |
|---|---|---|
| Accepted | | |
| Utilized | | |

3. Are the methods used by teachers to evaluate pupils appraised by someone other than the teacher?

Yes ____
No ____
Sometimes ____

4. Are parents notified between report periods when the child's work falls below expectancy?

Yes ____
No ____
Sometimes ____

5. Are teacher-pupil conferences utilized in the grading procedures of this school?

Yes ____
No ____
Sometimes ____

6. Does this school have a program for orienting new pupils to the school?

Yes ____
Yes, on an informal basis ____
No ____

7. If this school has an orientation program for new pupils, does it include:

| | Yes | No |
|---|---|---|
| an academic inventory? | | |
| an individual conference? | | |
| acquaintance with key school personnel? | | |
| acquaintance with the school plant and procedures? | | |

## V. STAFF PERSONNEL

1. Does each professional staff member hold a valid certificate of provisional grade or higher?

   Yes_____ No, out of _____ professional staff members_____ do not hold such certificates.

2. What is the pupil-teacher ratio in this building as determined by dividing the school enrollment (include the special class enrollment and 1/2 the kindergarten enrollment) by the professional staff which is actively engaged in instruction (include full-time equivalencies of teaching specialists - a teaching specialist for one day is equal to 1/5 or .2 full-time equivalency).

   _____ Pupils - Teacher

3. To what degree are teacher viewpoints represented when decisions regarding the following topics are made?

| | Fully represented | Somewhat represented | Not represented |
|---|---|---|---|
| In the School | | | |
| a) Matters of curriculum development | _____ | _____ | _____ |
| b) Course revisions | _____ | _____ | _____ |
| c) Textbook selections | _____ | _____ | _____ |
| In the System | | | |
| a) Matters of curriculum development | _____ | _____ | _____ |
| b) Course revisions | _____ | _____ | _____ |
| c) Textbook selections | _____ | _____ | _____ |

4. Staff stability and development are encouraged by a variety of means, such as well planned staff meetings, professional growth activities and the provision of adequate planning time for teachers. For each of the following questions, check the appropriate response.

| a. Staff meetings - How often do staff meetings: | Frequently | Occasionally | Hardly ever |
|---|---|---|---|
| 1) include discussions of current educational research? | _____ | _____ | _____ |
| 2) include discussions of current educational theory? | _____ | _____ | _____ |
| 3) include discussions of new methods? | _____ | _____ | _____ |
| 4) promote the selection and use of multi-media materials? | _____ | _____ | _____ |

b. Planning Time -

   1) How much total time per regular working day is provided for each teacher to plan and to have conferences? (In this total include only blocks of time that are 15 minutes or longer) _____

5. In addition to the system-wide orientation program conducted for new teachers prior to the start of the school year, is:

| | Yes | No |
|---|---|---|
| a) further assistance to new teachers offered by small group meetings in this school? | ____ | ____ |
| b) individual help provided for the new teachers in this school? | ____ | ____ |

6. What is the ratio of full-time clerical help to professional staff members in this school?

_____ clerk(s) to _____ professional staff members

7. Does this school have the services of a properly certificated person for its multi-media program?

| | |
|---|---|
| Yes, on a full-time basis | ____ |
| Yes, on a part-time basis | ____ |
| No | ____ |

| | Yes | No |
|---|---|---|
| 8. Does your school have the services of teacher aides? | ____ | ____ |

9. If your answer to question 8 was Yes, then:

| | | |
|---|---|---|
| a) Are the aides trained for their duties? | ____ | ____ |
| b) Is their work supervised by certified staff members? | ____ | ____ |

## VI: INSTRUCTIONAL MATERIALS AND EQUIPMENT

1. Does your school have the following:

| | Yes | No |
|---|---|---|
| a) Sufficient textbooks for your needs | ____ | ____ |
| b) Sufficient supplementary textbooks for your needs | ____ | ____ |
| c) For the most part, up-to-date textbooks | ____ | ____ |
| d) Procedures for the storage, use and preservation of textbooks | ____ | ____ |
| e) A library which includes: | | |
| 1) at least 10 volumes per pupil | ____ | ____ |
| 2) 8 or more magazine subscriptions | ____ | ____ |
| 3) daily subscriptions | ____ | ____ |
| f) A wide variety of instructional media materials, over and above those permanently housed in classrooms | ____ | ____ |

2. How are your library books classified and catalogued?

Nationally recognized system ____
Local system ____
Not classified or catalogued ____

3. How is your collection of media materials classified and catalogued?

Nationally recognized system ____
Local system ____
Not classified or catalogued ____
No media collection ____

4. Are your library books (and media collection if you have one) selected with consideration for the understanding of all ethnic and nationality groups?

| | Yes | No |
|---|---|---|
| Library books | ____ | ____ |
| Media collection (if you have one) | ____ | ____ |

5. How would you rate the physical condition of your library and your media collection? Using the following scale, place one number beside the word "library" and one beside the words "media collection."

1 = Excellent condition, little maintenance required
2 = Fair condition, some maintenance required
3 = Poor condition, extensive maintenance required

a) Library ____
b) Media collection (if you have one) ____

6. Do you have sufficient library books and media materials for your needs?

| | Yes | No |
|---|---|---|
| a) Library books | | |
| b) Media materials (if you have them) | | |

7. How would you rate the following in terms of their being supplied or made available to the teachers in this school?

| | Sufficient for need | Somewhat sufficient | Insufficient for need |
|---|---|---|---|
| a) The appropriate tools and materials for the production of staff designed instructional materials | | | |
| b) Professional guidance in the production of staff designed instructional materials | | | |

8. Is a professional library available to staff of this school either in this school or at the Board of Education? Yes____ No____

9. Is the library easily accessible for staff use (i.e., are the following books, materials, etc. readily obtained)?

| | Yes | No |
|---|---|---|
| a) Professional journals | | |
| b) Professional books | | |
| c) Courses of study and curriculum guides | | |
| d) Community resource guides | | |
| e) Supplementary materials, such as State Department of Education publications, catalogs of materials, etc. | | |

## VII. SCHOOL AND COMMUNITY RELATIONS

1. Various means may be used for communications between schools and their communities. What means does your school use and what is the frequency of their use? Using the following code, circle one number for each question.

   1. Not used
   2. Used occasionally
   3. Used frequently

| | | | | |
|---|---|---|---|---|
| a) | Local newspapers | 1 | 2 | 3 |
| b) | Personal contacts on school site initiated by school personnel | 1 | 2 | 3 |
| c) | Personal contacts off school site | 1 | 2 | 3 |
| d) | Community laymen at faculty discussions | 1 | 2 | 3 |
| e) | Study trips into local businesses | 1 | 2 | 3 |
| f) | Study trips to various local social agencies and cultural facilities | 1 | 2 | 3 |
| g) | Meetings involving representatives of the community | 1 | 2 | 3 |
| h) | Community resource persons invited into classrooms | 1 | 2 | 3 |

2. Rate the following areas in terms of their effectiveness as a means of communicating between school and community. Using the following code, circle one number for each question.

   1. Not used
   2. Used with questionable positive effect
   3. Used with moderate positive effect
   4. Used with significant positive effect

| | | | | | |
|---|---|---|---|---|---|
| a) | Local newspapers | 1 | 2 | 3 | 4 |
| b) | Personal contacts on school site initiated by school personnel | 1 | 2 | 3 | 4 |
| c) | Personal contacts off school site | 1 | 2 | 3 | 4 |
| d) | Community laymen at faculty discussions | 1 | 2 | 3 | 4 |
| e) | Study trips into local businesses | 1 | 2 | 3 | 4 |
| f) | Study trips to various local social agencies and cultural facilities | 1 | 2 | 3 | 4 |
| g) | Meetings involving representatives of the community | 1 | 2 | 3 | 4 |
| h) | Community resource persons invited into classrooms | 1 | 2 | 3 | 4 |
| i) | School open houses | 1 | 2 | 3 | 4 |
| j) | PTA meetings | 1 | 2 | 3 | 4 |
| k) | Orientation for new parents at all grade levels | 1 | 2 | 3 | 4 |
| l) | Letters to parents | 1 | 2 | 3 | 4 |
| m) | Brochures to parents | 1 | 2 | 3 | 4 |
| n) | Study and discussion groups dealing with school issues | 1 | 2 | 3 | 4 |
| o) | Radio and TV | 1 | 2 | 3 | 4 |
| p) | School personnel speaking at community meetings | 1 | 2 | 3 | 4 |
| q) | Other, please specify_____ | | | | |

3. How frequently do civic and community organizations utilize the school as a meeting place for entertainment, recreation, special meetings, etc.?

Very frequently ____
Frequently ____
Occasionally ____
Infrequently ____

4. To what extent is the opportunity given for lay people from the community to become involved in activities conducted by the school? Please use the following code.

1. Never or almost never
2. Sometimes
3. Very frequently or frequently

| | | | | |
|---|---|---|---|---|
| a) | Overall educational planning for the school | 1 | 2 | 3 |
| b) | Planning and/or supervising supplementary educational experiences for pupils | 1 | 2 | 3 |
| c) | Overall evaluation of the school's program | 1 | 2 | 3 |
| d) | Raising funds for the school library | 1 | 2 | 3 |
| e) | Raising funds for various school programs | 1 | 2 | 3 |
| f) | Supervising the library program in the school | 1 | 2 | 3 |
| g) | Teaching duties (e.g., special tutoring programs, art programs) | 1 | 2 | 3 |
| h) | Planning and/or supervising aspects of the school's pupil activity program | 1 | 2 | 3 |

5. How frequently does your school have PTA meetings? (include in your answer special meetings such as Parent and Family Life meetings)

Once every several months ____
Once a month ____
More than once a month ____

6. Teachers generally arrange parent-teacher conferences as the need arises. In your judgment, are the parent-teacher conferences in this school sufficient to meet the need?

Sufficient for the need ____
Somewhat sufficient ____
Insufficient for need ____

7. In your judgment, how often do teachers send written communications (other than report cards) to parents?

Very infrequently ____
Infrequently ____
Sometimes ____
Frequently ____
Very frequently ____

8. In your judgment, what is the overall effectiveness of your school-community relations program?

Somewhat ineffective, needs to be greatly strengthened ____
About average, needs to be somewhat strengthened ____
Above average, continue as it ____

## VIII. EVALUATION AND RESEARCH

1. To what extent are standardized test results and other pertinent data on pupils utilized to improve instruction, e.g., by helping teachers to individualize instruction? (check one)

Very extensively ____
Extensively ____
Somewhat ____
Not much ____

2. Is your school or are individual members of the school staff presently engaged in one or more of the following activities?

| | School | | Individual Staff Members | |
|---|---|---|---|---|
| | Yes | No | Yes | No |
| a) Action research | ___ | ___ | ___ | ___ |
| b) Experimentation | ___ | ___ | ___ | ___ |
| c) Self-evaluative study | ___ | ___ | ___ | ___ |
| d) System-wide or university type of research | ___ | ___ | ___ | ___ |

3. If your answer to question 2a or 2b under the school category was Yes, do these efforts include provisions for:

| | Yes | Yes, to a limited degree | No |
|---|---|---|---|
| a) overall planning? | ___ | ___ | ___ |
| b) designing the research? | ___ | ___ | ___ |
| c) evaluating the research? | ___ | ___ | ___ |
| d) reporting the research? | ___ | ___ | ___ |

4. If your answer to question 2c under the school category was Yes, does the evaluation:

| | Yes | Yes, to a limited degree | No |
|---|---|---|---|
| a) make use of recognized national, regional or state norms or other evaluative criteria? | ___ | ___ | ___ |
| b) include a systematic means for recording the procedures and results of the study? | ___ | ___ | ___ |
| c) include a means for reporting procedures and results to the proper school officials (e.g., the Superintendent, the State Department of Education)? | ___ | ___ | ___ |

5. Is there a planned program for the continuous assessment of classroom instruction in this school? ___ ___ ___

## IX. PHYSICAL FACILITIES

### A. Interior

The physical plant meets all requirements of the Ohio Building Code, State Fire Marshall's Office and the State Department of Health in terms of the following criteria. (p. 125 of Standards) For each of the 13 criteria listed below, indicate the degree to which you feel your facilities are satisfactory. Use the following scale when responding.

1. Facilities are not satisfactory
2. Facilities are satisfactory
3. Facilities are very satisfactory

| | | | |
|---|---|---|---|
| 1. | Glare free lighting is provided throughout all learning and special areas. | 1 | 2 3 |
| 2. | Natural lighting is provided for all windows by shades and/or drapes. | 1 | 2 3 |
| 3. | Adequate electrical outlets for audiovisual equipment and television receivers are conveniently located throughout the building. | 1 | 2 3 |
| 4. | Exterior lighting is installed at all major entrances. | 1 | 2 3 |
| 5. | Corridors, stairways and exits provide for safe and efficient movement of traffic. | 1 | 2 3 |
| 6. | Corridors and indoor play areas are free of stored equipment and supplies. | 1 | 2 3 |
| 7. | Fire and alarm systems are provided and located in the proper places. | 1 | 2 3 |
| 8. | All doors open outward. | 1 | 2 3 |
| 9. | All exit doors are equipped with panic bars. | 1 | 2 3 |
| 10. | The building is constructed of fire resistant materials. | 1 | 2 3 |
| 11. | Sanitary facilities, water supply, heating and ventilation meet all Ohio Building Code standards. | 1 | 2 3 |
| 12. | Washing facilities, drinking fountains and restroom facilities are adequate to accommodate enrollment as required by code. | 1 | 2 3 |
| 13. | The building is free of stains, disfigurement and odors. | 1 | 2 3 |

14. Do all personnel know how to operate the general alarm and disaster system? Yes_____ No_____

15. Is present school practice in agreement with the directive that exit doors not be locked during the school day or when the building is used for special programs or public meetings? Yes_____ No_____

16. The building is checked to see if it meets State requirements.
    a) Once a year _____
    b) Once every two years _____
    c) Once every three years _____

B. Instructional and Learning Areas

1. Within a given instruction and learning area, is the furniture:

| | Yes | No |
|---|---|---|
| a) suitable for a variety of learning purposes? | | |
| b) comfortable? | | |

2. Within regular classrooms are teachers provided with the following items:

| | Yes, sufficient for need | Somewhat sufficient | No, insufficient for need |
|---|---|---|---|
| a) Desk or table | | | |
| b) One or more files | | | |
| c) Storage facilities for instructional materials | | | |
| d) Storage facilities for personal belongings | | | |
| e) Work space | | | |

3. Is the number of classrooms or instructional areas sufficient for the size enrollment of the school? Yes____ No____

4. Within classroom or instructional areas, is there adequate provision of the following items:

| | Yes, sufficient for need | Somewhat sufficient | No, insufficient for need |
|---|---|---|---|
| a) Chalkboards | | | |
| b) Tackboards | | | |
| c) Shelving space | | | |
| d) Display space | | | |

C. Administration and Faculty

1. Are the following administration facilities adequate for the needs of the school?

| | Very inadequate facilities | Somewhat inadequate facilities | Adequate facilities |
|---|---|---|---|
| a) The general office and waiting room | | | |
| b) The principal's office | | | |
| c) The supply room | | | |
| d) The office workroom | | | |

2. Regarding faculty related facilities, are the following adequately provided for?

| | Very inadequate facilities | Somewhat inadequate facilities | Adequate facilities |
|---|---|---|---|
| a) Separate space for faculty conferences and preparation | _____ | _____ | _____ |
| b) Separate faculty lounge area | _____ | _____ | _____ |
| c) Adult restroom facilities | _____ | _____ | _____ |

D. Special Programs

1. To what extent are adequate (e.g., adequate space, adequate lighting, adequate materials, etc., for the students being served) instructional facilities available for the programs listed below? Using the following code, circle one choice per program.

1 = Very inadequate facilities
2 = Somewhat inadequate facilities
3 = Adequate facilities

| | | | |
|---|---|---|---|
| a) Physical Education | 1 | 2 | 3 |
| b) Music | 1 | 2 | 3 |
| c) Applied Arts | 1 | 2 | 3 |
| d) Speech Therapy | 1 | 2 | 3 |
| e) Remedial Reading | 1 | 2 | 3 |
| f) Individual Help | 1 | 2 | 3 |

2. Is space provided for the proper use of multi-media learning materials?

Yes_____ No_____

3. Does this school have a well equipped and well maintained health clinic or dispensary?

| | Yes | No |
|---|---|---|
| a) Well equipped | _____ | _____ |
| b) Well maintained | _____ | _____ |

E. The Site

1. Answer the following questions concerning the site of the school by checking Yes or No.

| The site: | Yes | No |
|---|---|---|
| a) is developed as an attractive setting for the school. | _____ | _____ |
| b) gives priority to play space with a section surfaced for wet weather use. | _____ | _____ |
| c) is consistently well maintained. | _____ | _____ |
| d) provides for the parking of staff and visitor cars separated from the play space. | _____ | _____ |
| e) allows for bus loading, dispatching and delivery. | _____ | _____ |
| f) evidences a plan for pedestrian traffic. | _____ | _____ |
| g) is safe and free from hazards. | _____ | _____ |

## ABSTRACT

Ohio's State Department of Education requires that all elementary schools within the state begin to evaluate their programs in the 1971-72 school year. Project 4-E -- Evaluating Elementary Education Effectively was initiated in the Columbus Public Schools to fulfill this mandate. As part of the project, checklists were prepared which adhere closely to the statuatory requirements listed in the 1970 revised State Minimum Standards for Ohio Elementary Schools. The checklists cover the following areas: Organization and Administration; Curriculum and Instruction; Pupil Services; Staff Personnel; Instructional Materials and Equipment; School and Community Relations; Evaluation and Research; Physical Facilities. Three types of questions were utilized, i.e., "yes" or "no" questions, short "fill-in" questions, and multiple choice questions. The checklists were piloted in May 1971, revised during the summer and are being administered in final form to all (N=128?) elementary schools in Columbus, Ohio in the fall of 1971.

The checklists were developed by James W. Altschuld* and Dale Baker of the Columbus Public Schools, based upon a questionnaire which was constructed by the National Committee on Secondary Education and used in "A Study of the Education of Youth in Large Cities." Information regarding both the checklists and Project 4-E may be obtained from Dale Baker of the Department of Evaluation, Research and Planning of the Columbus (Ohio) Public Schools.


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